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velopment. For example, the reason why the Federal party lost control of the government and why the Republican party superseded it, is not adequately explained. To understand that revolution of political policy, we must keep in mind the fact that the work of the Federal party was accomplished. It was from the first a reactionary party ; and when the reaction had spent itself, previous tendencies—more strictly democratic tendencies—reasserted themselves through the Republican party. This and that incident, no doubt, will help to explain why the change of party supremacy was hastened, but the student must look deeper for the underlying cause of this change.

From this hasty review of Professor Hart's book, it will be seen that his work is unsatisfactory in those chapters in which he has failed to emphasize the inner significance of events. In such places the reader is likely to lose himself in a bewildering multiplicity of events, that he will be unable to interpret. For this reason, it does not seem probable that the book will be widely adopted as a text-book. The advanced student of history will hardly confine himself to any one book, and the beginner will find the "Formation of the Union" rather tedious and deficient in narrative charm.

The book will be most acceptable to general readers of history, who cannot adopt the more thorough methods of the special student, and yet who are not satisfied with the many histories that too often sacrifice accuracy to rhetorical brilliancy. Many chapters will be welcomed by teachers who need to have at hand a careful and complete statement of historical events in a condensed form. In this particular, Professor Hart has rendered a valuable service to teachers of American history.

*M. A. Johnson.*

*Lawrenceville School.*

*An Introduction to Qualitative Chemical Analysis by the Inductive Method.* By DELOS FALL, M.S. Leach, Shewell & Sanborn : New York, 1892.

"This manual is designed to impart but little chemical truth directly. It aims rather to lead the student to gain that truth himself as nearly as possible at first hand and as a product of his own thinking." "If his initial lessons do not introduce him to the true scientific method, it is doubtful whether he will appreciate it fully when set before him further on in his course."

These words of the author give the fundamental idea of the book, an idea which will meet with general approval but is too seldom made the basis of introductory text-books of chemistry. If an interest in research is to be aroused in the student and if he is to be so trained that later he will be able to carry on successfully independent investigation, then, as Professor Fall truly points out, he must be taught from the beginning to work understand-

ingly, and must be trained to apply his knowledge to the discovery of new truths.

An excellent feature of the book is the stress laid upon the importance of consulting the larger text-books and the standard works of reference in connection with the work in the laboratory. By doing this the student will early learn where to look for full information on any branch of the subject, and he will be led to form the very beneficial habit of consulting freely the larger works and sets of journals.

The first five of the twenty chapters of the book are devoted largely to general definitions, nomenclature, and the writing of equations. The student then ascertains by experiment the behavior of the salts of the more common bases with various reagents, and from the actual results thus obtained he formulates a method for the qualitative analysis of any mixture of the bases. The different groups of metals are then taken up in detail, and the characteristic reactions of the bases are given. At the beginning of the chapters, questions upon the occurrence and uses of the various elements are introduced. Chapter nineteen is upon the detection of acids, and here, most unfortunately, the author has departed from his plan and has given an arbitrary scheme of analysis instead of allowing the student to learn by experiment the analytical properties of each acid, and to devise his own method for the identification of any acid in a mixture. The book closes with descriptions of a few flame and blowpipe tests, and a statement of certain precautions to be observed in the use of platinum vessels.

In some places the author has employed terms which good usage would not sanction. Thus the term "acid" salt is used instead of primary salt or secondary salt, sulphocyanide instead of sulphocyanate; and the words "hydrate" and "hydroxide" are employed interchangeably. Again we see the term "ferrosum" used to designate iron in the ferrous condition and the words "full metallic reagent" applied to tertiary sodium phosphate. Apart from such minor faults, however, the book shows careful preparation, and both paper and presswork are excellent. It is well adapted for elementary instruction in qualitative analysis, and in the hands of an able teacher the plan followed in the manual is well calculated to produce enthusiastic and self-reliant students.

*L. M. Dennis.*

*Cornell University.*

*Principles of Education.* By MALCOLM MACVICAR, Ph.D., LL.D. pp. 178. Ginn & Co.

This book consists of a presentation of principles underlying education, together with a brief discussion of training for the profession of teaching. Each principle is formally expressed, and then followed by a discussion calculated to amplify and illustrate the general statement.